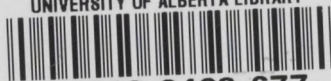


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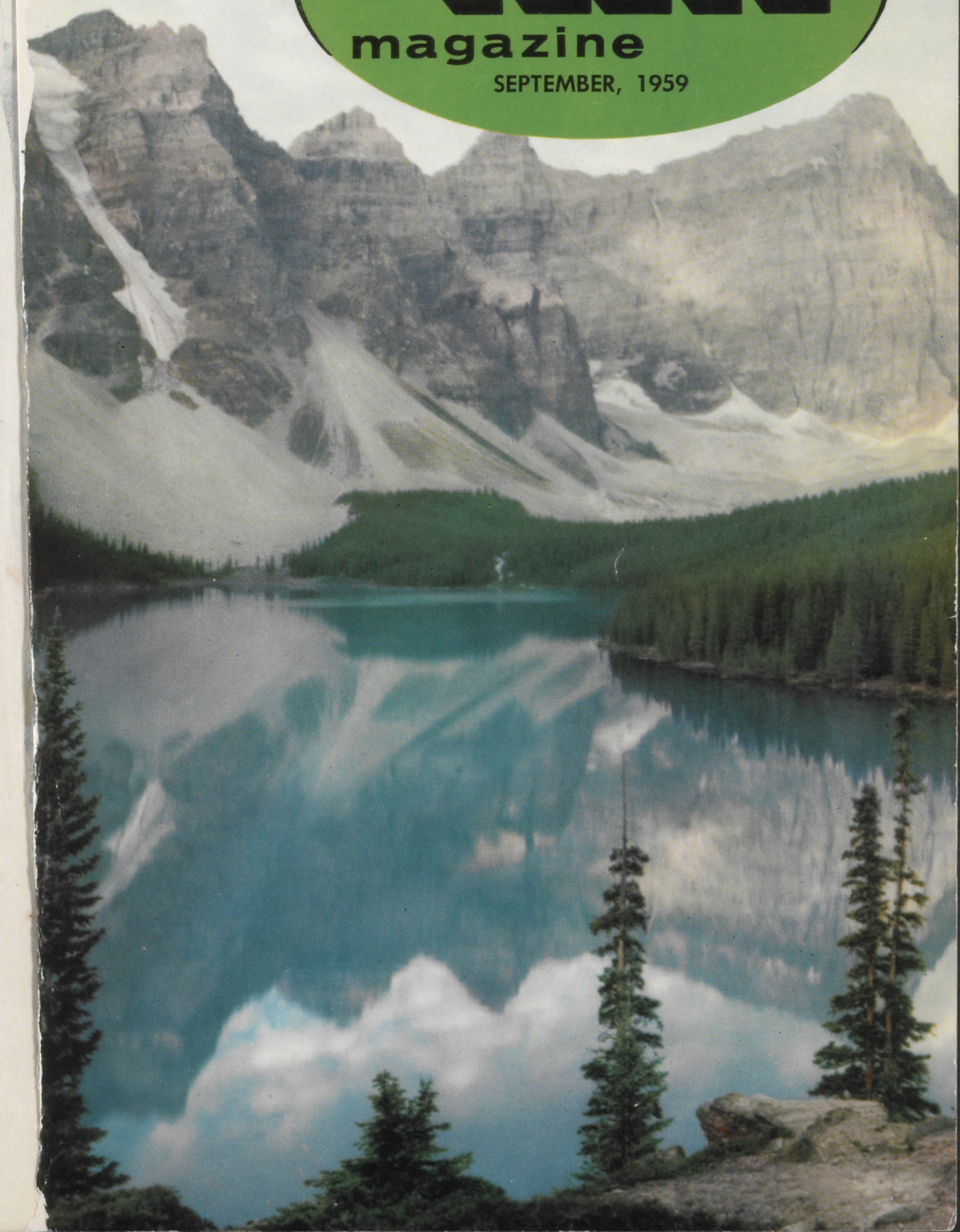
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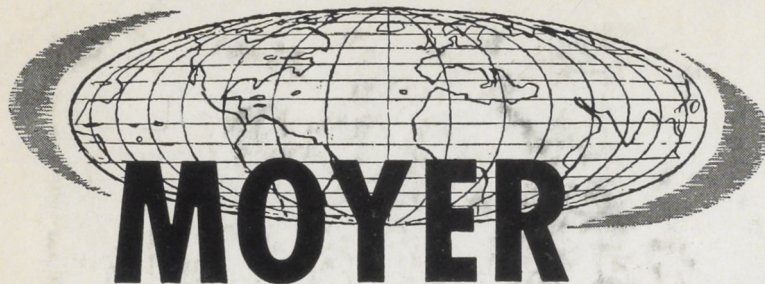
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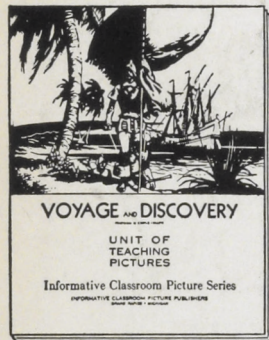
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—Alberta Government Photo



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THE ATA MAGAZINE

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Editor

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Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.



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September, 1959

the **ATA** magazine

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Sound Off

We have been given our lumps, as the saying goes. In a moment of weakness or ill-advised temerity, we tiptoed into one of Dr. Ted Peterson's sessions with the publications group at the ATA Banff Conference. As we made our cautious entrance, we heard someone mention *The ATA Magazine* and, before we could beat a retreat, calumny was heaped on our editorial head. Believe us, there were more 'nickel's worth' thrown into the next few minutes than we could field with a bushel basket! When we mustered courage enough to exit, it was with editorial dignity somewhat more ruffled than usual.

The general opinion seemed to be that few teachers read *The ATA Magazine*. The principal reason for this sorry state of affairs is said to be that the bulk of the articles we publish are by university professors and are written with a heavy overlay of educational jargon. Some of our critics had a field day grouching about the volume of official notices and reports of Association activities. One or two were in their element ripping into the column, "News from our Locals". There may well have been one or two things the critics liked about the magazine but, if there were, we missed them.

In spite of what happened to our confidence, all of this was to the good. We can produce a better publication by finding out what our readers don't like about *The ATA Magazine*. If we can, by some miracle, learn at the same time what our readers like, we will be made. A few of our closest friends and earnest critics tell us that we should get teachers to write about the grist of the teachers' mill. If they could only tell us how to get teachers to write, all of our troubles would be over.

One idea coming out of Peterson's publications we are sure to use! Dr. Ted suggested that as a reward to our authors we should issue "carper's cards". Possession

of one of these impressively engraved cards would serve two purposes. First, it would identify the bearer as a contributor to *The ATA Magazine*. Second, and more important, it would entitle the bearer to gripe about the magazine for a period of one year from date of issue. We feel sure that adoption of this system will muzzle effectively 10,499 of Alberta's 10,500 teachers!

A Step in the Right Direction

Early in August, the Minister of Education approved the recommendation of the Board of Teacher Education and Certification that the requirements for admission to the one-year teacher-training program be increased.

Effective September 1, 1960, persons under 20 years of age will be required to hold an Alberta high school graduation diploma and to present credits in five Grade XII examination subjects, including English 30 and Social Studies 30, with no mark less than 50 and with an overall average of 60 percent in those five subjects. The new admission requirements have the effect of adding one more Grade XII examination subject to the present requirements.

For this forward step, The Alberta Teachers' Association commends the Minister. The stiffening of minimum standards for entrance to teaching cannot help but improve the quality of our future teachers.

Every principal, guidance officer, and high school teacher should not fail to inform students interested in making a career in education of this change. We hope that at the same time students will be impressed with the advantages to be had by achieving senior matriculation prior to enrolment in any teacher education program. They should be reminded that senior matriculation is prerequisite to permanent certification as a teacher and to further professional education in the University of Alberta.

asks

Does Non-Promotion

An argument often used to justify non-promotion in the elementary grades is that it improves school achievement.

The result of a recent study in a large urban Alberta school system, however, raises serious questions about the validity of this argument.

SIXTY-SIX low-achievers who had not been promoted and repeated the third grade were matched case for case with a like number of low-achievers who had been promoted to the fourth grade. The matching was done on the basis of sex, IQ, chronological age, and achievement test data. The performance of the pupils in 12 aspects of achievement in reading, arithmetic, and language was measured before the promotional decision and at the end of the experimental year. Tests used were the *California Achievement Test (Primary Battery)* and the *Gates Advanced Primary Reading Tests, Types 1 and 2*.

Although the pupils were enrolled in over 80 different classrooms, there was much similarity in their educational environments. Each group was taught by teachers with substantially the same amount of training and experience. Moreover, there was little evidence that school progress was affected by differences in attendance, health, or home and family conditions. Considerable similarity also existed in the methods and materials employed by the teachers of

each group. But the teachers apparently made little effort to provide these low-achievers with learning materials different from those used with the rest of the class.

When the achievement gains of the two groups were compared, it was found that the promoted pupils had gained significantly more than those who had not been promoted in reading vocabulary, total reading, and arithmetic fundamentals. The repeaters, on the other hand, gained significantly more than the promoted in paragraph reading. The differences between the groups in reading comprehension, arithmetic reasoning, total arithmetic, mechanics of English, spelling, total language, word recognition, and total achievement were not significant in the usual statistical sense. However, the majority of the differences in these eight aspects of achievement favored the promoted pupils. The gains in all 12 aspects of achievement for the pupils of both groups were less than the ten-month gains normally expected of typical pupils on the standardized tests used.

Improve School Achievement?

There was some inconsistency in the gain scores in reading. The promoted gained more than the repeaters on the California measures, while the repeaters gained more than the promoted on the Gates measures. Explanations for the disparity of these results appear to be related to the nature of the reading tasks presented by these tests. But this is another matter which lies outside the province of the present article. It should not be overlooked, however, that regardless of the reason, the conflicting nature of the gain scores in reading points up the need for school workers to study reading tests carefully in order to discover what aspects of the reading process are being measured. Special caution should be exercised in generalizing about pupil achievement in abilities as diverse as those in reading when that which is measured is only involved in the process and is thus only a reflection of the process itself.

From these data it might be concluded that continued reliance upon non-promotion in itself to improve school achievement is unwarranted. The low-achievers who were promoted made no greater, and often less, gain in achievement than those who were promoted.

A possible reason for the apparent inability of low-achievers to profit academi-

cally from non-promotion may lie in the fact that teachers in this investigation reported using few, if any, supplementary learning materials in an effort to adapt instruction to the individual needs of the pupils concerned. It might therefore be inferred that, in large measure, the non-promoted pupils repeated the regular third grade program, while the promoted pupils were exposed to the regular fourth grade program. If this were the case, and assuming that the repetition of partially-learned material is less stimulating than the challenge of new material, then the repetitive nature of the treatment accorded the non-promoted pupils may account for these low-achievers not exhibiting greater gains in achievement. The lack of special provisions for the non-promoted suggests the need for teachers to individualize instruction at the point of error for pupils so classified, in an effort to overcome the boredom and wastefulness that conceivably results from mere repetition of the regular program. Such individualization of instruction may well require the development and utilization of special curricula, methods, and materials. The fact that few teachers reported individualizing instruction for the subjects of this investigation also suggests that existing programs of teacher education, both of

a pre-service and in-service nature, may not be as helpful in preparing teachers for this responsibility as they might be.

It should not be concluded from these data, however, that automatic promotion is the answer to the instructional problem posed by the low-achievers. Promotion will not change his basic learning rate. Nor will it guarantee him the kind of instruction that he needs. In our graded system, as evidenced by the findings of this study, there are likely to be too many classrooms in which the low-achiever's unique educational needs will go unrecognized, and where he will simply be given the same educational diet as the rest of the class. To run the risk of promoting the low-achiever to tasks beyond his comprehension is probably equally as hazardous to his development as exposing him to mere repetition of the previous year's work.

But teachers still have to make promotional decisions. Should the low-achiever be promoted or not? What is the answer? There is probably no single answer.

Recognizing that our graded system is likely to persist for some time, it would seem wise for school workers to carefully re-examine existing promotion policies and practices with a view to clarifying the bases for promotional decisions and reducing the incidence of non-promotion for the purpose of improving achievement. Under existing conditions only a few carefully selected children are apt to profit more from non-promotion than from promotion. But careful selection is only the beginning. Whether the low-achiever is promoted or not, adequate subsequent provisions must be made for him. Thus attention

Dr. Worth, associate professor in the Faculty of Education, is a specialist in the field of elementary education. He returns this fall to the University of Alberta from completing his doctoral studies at the University of Illinois. Dr. Worth is a native Albertan who is well-known for his pioneer work with the Leadership Course for School Principals. Dr. Worth will be guest speaker at the Bonnyville Convention next month.

also needs to be given to the development of special curricula, methods, and materials designed to facilitate individualized instruction so that his educational needs may be effectively met. Few benefits are likely to accrue to his achievement from exposure to the regular grade-level program on a get-what-you-can basis.

Probably, however, the eventual solution to the instructional problem of the low-achiever—and for that matter of most of his classmates—lies in the development of a form of school organization in which promotion and non-promotion would not occur. Such a form of school organization would eliminate traditional grade level lines and the curriculum rigidity that tends to result, and would substitute a flexible method of pupil classification permitting the continuous progress of pupils from one term to the next. If this were done and at the same time provisions were made for individualized instruction, it might be possible to bring about greater gains in achievement for pupils presently categorized as low-achievers in our schools.

ATA Group Insurance Terminated

Teachers who are covered by The Alberta Teachers' Association Group Insurance Plan are notified that the Occidental Life Insurance Company **will terminate the group policy effective October 31, 1959.** All coverage provided by the plan ceases, and the last premium payment will be due and payable on October 31, 1959.

Earphone

or

Megaphone?

VAN MILLER

THE people rule in a democratic form of government. Their close control over education is the greatest safeguard for individual freedom and independence. Arguments for preserving small local school districts revolve around the need for keeping the schools close to the people.

In the local school district the board of education is the body of representative citizens charged with reflecting public sentiment in their school decisions. As lay citizens serving over and beyond their own private employment, board members have neither the time nor the machinery with which to explore public opinion. This is a responsibility assigned to the school administrative staff whom they employ. Thus the school administrator becomes a "chief representative of the public" in matters of education.

Except in the smallest community there is no easy way administrators can meet the public face to face to find out

When the administrator hears little, because the public is poorly informed about school affairs . . . he may mistake the sounds of his own voice for that of the public will.

what it wants or how it feels. And because of the limits in staff, student population, and resources in such communities, the choices open to the public are almost too limited to attract much serious public consideration. In communities large enough to consider a variety of alternatives, administrators find a series of questions. Does the public care? What does it have to say? Who are its spokesmen? By what authority does it speak? Does silence mean consent or indifference or ignorance? Such questions are the continuing concern of school administrators as chief representatives of the public interest.

The major tool of a chief representative is communication. The widest use of communication should be listening. Unless he develops keen ears, the administrator may hear nothing at all—or he may hear a confused babel—or he may hear one or a few clear voices.

When he hears little, because the people are not adequately informed nor aroused about school affairs, he is led to speak as a major communication device. This has its dangers. Frequently there is no forceful disagreement with his speaking. He may fall for the fantasy that his own speech is actually that of the public since "silence gives consent". He convinces himself of the public will as he hears the repetitive sounds of his own voice.

That administrators do convince themselves is evidenced by the number of

times you will hear one saying: "Our town would never stand for that" or "The people of our community feel this way or that way." Unless this is based upon recent and specific responses from a representative sample of the public, he is stating presumption rather than the view of the people. If he assumes, without checking, that his expression is also that of the public, he may find himself disappointed when people do not support what has been said. This can lead him to the further danger of justifying to himself the use of advertising to manufacture agreement on the basis of claimed worth of an idea.

Sober reflection on the voice of the people warrants little attention when public officials have a clear public mandate. Yet, votes on school issues represent generally far less than half of the voters. Through elections and through public channels of communication, administrators mostly hear the voice of a minority or special interest rather than the total public. Depending then upon the philosophy of the administrator, he needs either a sensitive system of ears with which to hear and interpret or an effective set of megaphones through which to exhort and direct public sentiment.

The systems to be discussed have been used both as ears and as megaphones.

Contact the public

The surest way to find out what the public thinks or wants is to ask the public. In our country a whole field of public opinion research has developed. On national issues the reaction of representative samples have been syndicated for newspaper reporting. Such procedures may occasionally be useful to the local school administrators but are hardly dependable as the ears with which to hear the mandate of the people. Leadership in democracy does not consist of simply following every twist and turn of public opinion, no matter how accurately identified.

Dependence upon opinion polling as

the guide to public mandate can at times hold dangers: when people are asked to suggest new policies or procedures but give so few suggestions that the administrator feels ordered to do nothing; when people are polled on technical issues on which they are so little informed that their answers are meaningless; or when they select the poll alternatives with so little conviction that the clear-cut poll results don't reflect the essential confusion which actually exists. If opinion polling is designed to engineer a consensus through the manner in which questions are fashioned, it becomes a megaphone rather than an ear.

Tapping the thoughts of key people in the community represents another set of ears. Such individuals will hear the wishes and complaints of a number of people. They must also be able to integrate and interpret these expressions. The administrator needs training in identifying such people and in communicating with them. If he relies upon a single leading citizen or a small elite group he may find himself a chore boy for the local ruling class helping them maintain their power positions in the community. Or he may be tempted to identify and use persons of potential influence, not so much as ears but rather as the megaphones through which his program is promulgated.

In school systems where there is wide participation of staff in policy formation and in development and evaluation of procedures, the staff itself becomes a sensitive system of ears. Where the school is appropriately integrated with the community it is likely that members of the school staff will be variously associated with almost all of the voluntary groups in the community. A diversified school staff will also have wide contacts through the normal course of living in a community. If the school administrator deliberately sets out to have the school staff represented in every community organization he may be more interested in a megaphone system. If the school staff uses the wide

This article, one of a series on administrative leadership in public education, is reprinted with permission from *The School Executive* for July, 1959. Dr. Miller, professor of education at the University of Illinois, will be in southern Alberta this fall as an ATA guest speaker.

contacts they would have as a result of natural participation they will be sensitive to comments and appraisals of the school and these will be reflected in staff-administrator planning and appraisal.

The local editors and reporters represent another valuable set of ears to public sentiment. The newspaper has to sell its copies in order to make a success of its business, thus economic necessity provides an alertness to public sentiment not quite so incumbent upon the school staff. The manner in which the reporters phrase headlines and organize the copy provides important clues to public sentiment. This, of course, is lost if the school staff insists on preparing copy for school news rather than simply providing the information to the reporter. The public pulse column will also serve as a listening post for extreme or for urgent expressions. The paper in its normal operation is a good set of ears, but beware of trying to use it as a propaganda sheet. Such procedure deafens this set of ears to public sentiment.

In recent years we have witnessed the growth of citizens committees which have proved useful as sensitive ears to public sentiment. It is unfortunate that some of these groups have been set up as a megaphone system to sell a bond issue or to support some particular feature of the school program. In general, however, school survey and advisory committees can also serve as a good set of ears through which public opinion can be heard by the school administration. The survey is a one-shot assignment and has a series of specific questions to answer. The advisory committee will turn

into a megaphone if not given questions on which the school would like public advice or procedures through which public suggestions and grievances can be discovered and processed.

Balance is a problem

The balance between listening and telling is a problem in all relationships. The administrator can not just listen. He has to turn on the appropriate hearing aid in some fashion. He has to stimulate the public to speak or to respond or there will be nothing to hear even with a live battery and the switch in the "on" position. This presents continuously the fine problem of saying enough to activate the communications system without preempting it or of finding some other means of provoking public reaction.

The formal method of school elections is limited in terms of the areas in which questions can be raised as well as in the form in which questions may be stated. Elections are typically on boundary changes, bond issues, tax referendums, and school board candidates. Unless there is a major issue under public discussion to which candidates in a contested school election have related themselves, it is difficult to interpret the results of a school board election. When one does sense a mandate on a specific issue, once this issue is handled by the board, the lack of specific public mandate on the many other aspects of school operation presents the same problem the administrator started with.

Diverse public response

In the other matters the election must be phrased in terms of "for" or "against" or "yes" or "no". A positive vote does extend the authority for action. A negative vote may be intended to restrict it or may simply indicate that the question was asked in the wrong terms or at the wrong time. If school administrators had to depend for public sentiment upon such a series of school elections it would be like playing *What's my line?*

with all questions limited to yes or no answers.

In dealing with public sentiment so that people may actually run the schools the administrator must realize that there is no adequate means through which the amorphous total public can formulate and state positive directions. Whenever positive suggestions are requested from the general public through open invitation or interviews or questionnaires, if the response is good, it is also diverse and represents, not a clear directive from the public, but a wide array of individual opinions or proposals of special interest groups. Whoever attempts to put all such expressions into one statement of public mandate must still presume that this is a reflection of public opinion, for there is no way in which the total public can put it together.

When no general request is made the suggestions and proposals offered spontaneously are always those of interested individuals and of community organizations representing various minorities of the total public. Experience in working with public opinion will bear out that most of the organized groups in a community serve better as veto groups than as initiators of school policy or procedural changes. The primary activity of such groups is not the operation of public education, so this is quite understandable. School problems come to their attention only when some special purpose of their organization can be served through the schools or when some aspect of school operation interferes with or violates their principles or tastes.

The school administration has open to it the common political tool of the 'trial balloon' news release as one means of getting public reaction. In political circles this is typically presented as an unauthenticated news scoop which can be affirmed or denied after some expression of public reaction has indicated whether it is accepted or vetoed. In school administration it is more commonly presented as something the board will

be considering or which some group has proposed or to which study has been assigned to some committee.

Two rules for administrators

In making the best use of the various systems of ears, this leaves two dependable rules for the administrative leader to follow if he would seek to serve as chief representative of the public in their running of the schools.

✓ Since public response is basically restricted to vetoing, the administrator must keep providing the public with developments to accept or to veto. When this is the basic response open to the public, it is easier to respond with a "yes" or "no" to that which exists than to something still to be formulated. The administrator should be positive and definite in implementing policy and school changes. He must consider every adoption of program or procedural change as tentative and subject to public reaction, and be prepared to amend them as public sentiment becomes clearly critical. But to wait for public mandate before taking any action is to give the public no decent avenue for having its say in the running of the schools.

✓ The second dependable rule, not so widespread but growing in favor, was indicated earlier in the discussion of staff participation in community affairs. Where there is concern on the part of the school for community improvement and integration of school and community, a working relationship is established through which citizens and staff interact on so many school decisions that understanding and participation function naturally.

Our schools are run by the people even if they have to turn out old leaders for new leaders. But the school administrator who develops a sensitive set of ears on school affairs and who provides people with something positive to discuss makes democratic responsibility operative. He serves as the chief representative of the public in matters of education.

The Art of Asking Questions

REMEMBER watching a student giving a lesson in geography when he directed the attention of his class to a large map. His first question was: "What do you notice about this country?" There were probably at least a hundred possible answers to the question. The children duly put up their hands and gave a variety of answers, which were all correct, but which were summarily rejected by the teacher, until one lucky youth gave him the answer he required. The question was not only faulty in being far too general and vague, but had a depressive effect on many of the children, who were left wondering why their answers had been rejected.

It is a good idea for the teacher to think first of the answer he requires, and then to frame his question in such a way that the answer required is the only possible answer to the question.

A further common mistake made by the inexperienced is to reject out of hand the wrong answer. Much may be learnt from this. The boy may have misunderstood the teaching point, and by a further question his difficulty may be resolved. For example, the question is: "What is $\frac{1}{2}$ of 3 plus 1"? The pupil answers "2". Let us further remember

that, when we ask oral questions, we are taking only a sample of the class; a wrong answer may well indicate that several pupils have misunderstood.

It is well to distribute one's questions widely, and not to take the first answer that is offered or pay undue attention to the very bright boy who seems to know all the answers and wants to monopolize the questioning. Brisk questioning acts as a tonic; the lethargic class can be kept on its toes; the boy who is inattentive convicts himself without the teacher having to remind him of his inattention.

There are some young teachers who ignore the boy who wants himself to ask a question. The question may, of course, be quite irrelevant, as when a student was giving a test lesson in the presence of two university examiners, a boy raised his hand and asked, "When will you know if you've passed, sir?" But often the pupil is genuinely seeking for enlightenment, and again, it would be fair to say that what one boy asks may well be in the minds of other less articulate pupils.

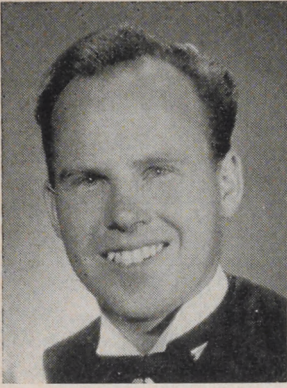
Ask individuals

Asking questions of the class in general can also be varied by asking specific individuals. Some boys will never put their hands up, and for these it is necessary that the teacher should put definite questions. It is also a useful corrective, when the class is genuinely interested and really knows the answers, and the

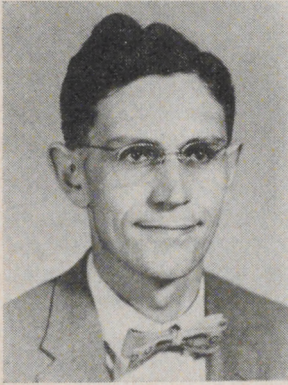
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C. J. PHILLIPS

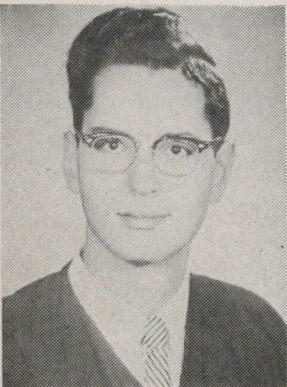
ATA Education



RAYMOND A. CHRISTENSON



FREDERICK ENNS



ROSS E. TRAUB



MARJORIE J. CLARK

EIGHT \$500 scholarships have been awarded to teachers and education students by The Alberta Teachers' Association in 1959. Ross Eugene Traub, Frederick Enns, and Raymond Andrew Christenson have been awarded graduate scholarships. The remaining five award winners will be entering the final year of the bachelor of education program.

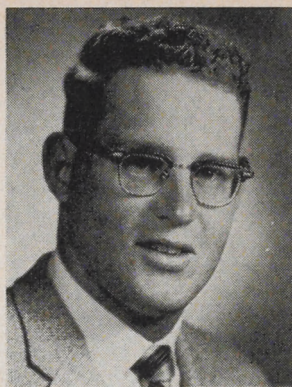
The Clarence Sansom Memorial Gold Medal and the Clarence Sansom Scholarship in Education, which is offered annually to the student who has shown the highest general proficiency in the final year of the bachelor of education program, was awarded to Ross Eugene Traub. Last year, he was the winner of the William Edward Frame Scholarship in Education. Mr. Traub was born in Didsbury and received his elementary and high school education in Trochu. He received an Alberta Hotel Association Scholarship and enrolled in the Faculty of Education in 1955. In his first year, he received a University of Alberta Honor Prize and in 1958, a First Class Standing Prize. Mr. Traub is active in base-

Scholarships

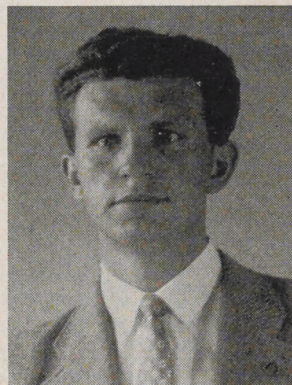
ball, golf, and curling. He has also considerable training in music and taught piano during his high school years.

Frederick Enns of Foremost was awarded the John Walker Barnett Scholarship in Education. Mr. Enns has taught in Alberta for 16 years, the last three as principal of the Foremost School. All his education has been received in Alberta, and he intends to begin his program of studies leading to a Ph.D. degree in educational administration this fall at the University of Alberta. Mr. Enns has been active in Association work, having served in practically every local association office. He has also taken an active part in various community and church organizations. In addition to the ATA scholarship, Mr. Enns has been awarded a Province of Alberta Graduate Scholarship.

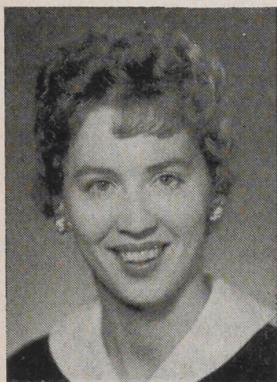
The Milton Ezra LaZerte Scholarship in Education has been awarded to Raymond Andrew Christenson. Mr. Christenson was born in Saskatchewan where he received his early primary education. His elementary and secondary education was received at Kingman and Camrose.



LAWRENCE E. RAPPEL



WALTER RIEDEL



F. K. GAY GALLIVAN



MARY ANN HANCOCK

From 1949 to 1953, he worked as a carpenter. Then, after a year at the Lutheran Brethren Bible School at Fergus Falls, Minnesota, he enrolled in the Faculty of Arts and Science of the University of Alberta. He received his bachelor of arts degree in 1957 and his bachelor of education degree in 1958. During his four years in the university he won several prizes and awards. In the 1958-59 school year, he taught Social Studies and Language in the Edmonton public school system, and he expects to begin his master of education program this term. In addition to his academic activities, Mr. Christenson has been active in the Lutheran Church.

The Mary Roberta Crawford Scholarship in Education was awarded to Marjorie J. Clark of Edmonton. Miss Clark has lived in Edmonton all her life. She attended McKay Avenue Elementary School and Victoria Composite High School. In high school she was active in such activities as cheerleading, dramatics, and student council. After high school graduation in 1956, Miss Clark enrolled in the elementary route of the bachelor of education program at the University of Alberta. She expects to receive her degree in 1960. Miss Clark has been very active in university extracurricular activities. She has served on the Wauneita Council and Varsity Guest Weekend committee. She is also a member of the Education Undergraduate Society and of Studio Theatre. During the 1959-60 term, Miss Clark will be president of the Pi Beta Phi Fraternity.

F. K. Gay Gallivan of Calgary was the winner of the Hubert Charles Newland Scholarship in Education. Miss Gallivan is a resident of Calgary. After graduating from St. Mary's High School, she enrolled in the Calgary Branch of the University of Alberta for her first two years of the bachelor of education program. After teaching for two years in the Calgary Roman Catholic separate school system, she entered the Faculty of Education at Edmonton where she expects to qualify for her degree in 1960.

Miss Gallivan is interested in music, art, and sports.

Mary Ann Hancock of Gibbons was awarded the John Macdonald Scholarship in Education. Miss Hancock enrolled in the Faculty of Education in 1956 and expects to graduate with a bachelor of education degree in 1960. She plans to continue her professional education, probably in the biological sciences. In addition to her educational interests, Miss Hancock is interested in handicrafts, sewing, dancing, and music.

Lawrence Edward Rappel of Calgary was the winner of the Thomas Edwin Adelbert Stanley Scholarship in Education. Mr. Rappel was born in 1937 in Drumheller where he received his elementary and high school education. He attended the Calgary Branch of the University of Alberta in 1954-55 and qualified for his Junior E Certificate. After teaching Grade VI in East Coulee for a year, he returned to the Faculty of Education to complete his degree program, majoring in History and minoring in English. Mr. Rappel expects to qualify for his bachelor of education degree in 1960. He is active in sports such as hockey, football, swimming, and basketball and is also keenly interested in music.

Winner of the Cedric Oliver Hicks Scholarship in Education was Walter Riedel of Fort Macleod. Mr. Riedel was born in Silesia and in 1946, moved with his mother to Schleswig-Holstein in West Germany where he received his elementary education. In 1954, Mr. Riedel migrated with his parents to southern Alberta where he completed his senior matriculation and was awarded the Owen Williams Scholarship by the Lethbridge School Division. He enrolled in the Faculty of Education, University of Alberta in 1956 and is majoring in French and minoring in English and German. Mr. Riedel plans to complete his bachelor of education degree, teach for a few years, and then take a master's degree in Modern Languages.



W. E. FRAME

Alberta teachers mourn the sudden passing of W. E. "Bill" Frame, retired chief superintendent of schools.

Educators in this province have always held the highest regard for the work of Bill Frame. In 1954, in recognition of his signal contribution to education, the Association awarded Mr. Frame the highest honor which it can bestow—an honorary life membership.

When he retired in 1957 from public service, Mr. Frame had completed nearly 30 years with the provincial department of education, the last 11 as chief superintendent of schools. His service as chief superintendent was marked by wisdom, courtesy, and a gentle but firm insistence on enlightened supervision aimed at improving instruction in all Alberta schools.

Mr. Frame was a native of Lethbridge and attended public and high school in that city. He graduated from Calgary Normal School in 1910, and received his B.A. de-

gree in 1922 and his M.A. in 1926 from the University of Alberta. In 1940, he took postgraduate studies in educational administration from Columbia University.

Mr. Frame taught in rural schools and in Lethbridge, Youngstown, and Calgary before accepting an appointment as provincial inspector of schools in 1928. He served in Coronation and in Drumheller before being appointed assistant chief superintendent of schools in 1944.

Mr. Frame served in both World Wars I and II. During the second world war, he was deputy assistant director of ordnance service with Canadian Military Headquarters in London, England, and administrative officer, Borden Camp, with the rank of major.

After his retirement, Mr. Frame served as regional inspector for Indian schools for southern Alberta until June 30 of this year. He had also been chairman of a special committee studying Hutterite problems in Alberta.

Mr. Frame had served for a number of years on the Alberta Board of the Canadian Institute for the Blind. He was a member of the Canadian Club of Edmonton, the Masonic Lodge, the Canadian Legion, and the Edmonton Education Society. A devoted churchman, Mr. Frame had served as warden of St. Paul's Anglican Church. He was also a member of the Anglican diocesan council, and of the church's vestry.

Mr. Frame is survived by his widow and by two daughters, Mrs. A. D. G. Yates and Miss Adrienne Frame.

Guest Speakers~

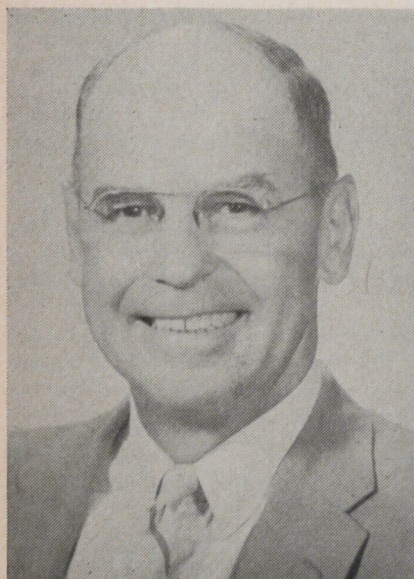


LESTER B. BALL

Dr. Ball, who will be guest speaker at the Grande Prairie-Spirit River and North Peace Conventions, is superintendent of Millburn Township Public Schools in Millburn, New Jersey and a staff member of the School of Education, Rutgers University, New Brunswick, New Jersey.

He holds his B.Ed. degree from Northern Illinois State Teachers' College and M.A. and Ed.D. degrees from Northwestern University. His teaching career began in 1934 in Evanston, Illinois. In 1938, he became superintendent of schools and was appointed to his present superintendency in 1950. During the summer sessions from 1939 to 1943 he was professor of education at Drake University and from 1944 to 1949 on the summer school faculty of Northwestern University.

Dr. Ball visited Alberta in 1947, 1957, and 1958 as Association guest speaker.



E. W. BUXTON

Dr. Buxton holds B.A. and B.Ed. degrees from the University of Alberta, his M.A. from the University of Washington, and his Ph.D. degree from Stanford University.

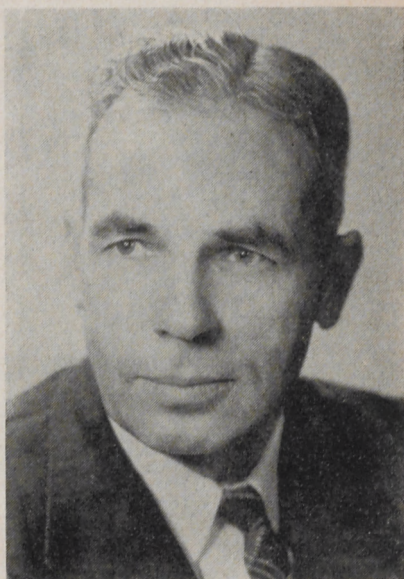
He taught in a number of rural and town schools in Alberta and then on the Edmonton Public School staff, and was appointed to the Faculty of Education at Calgary in 1948. On his return in 1956 from a year at Stanford University, he was appointed as associate professor at Edmonton. Dr. Buxton is editor of *Creative Living*, Book 5 and *The Teachers' Guide to Grade XI Literature*. He is chairman of the departmental subcommittee on high school English and serves on the ATA Curriculum Committee.

Dr. Buxton, a guest speaker at conventions in northern Alberta in 1958, will address teachers of the Third Edmonton District Convention this year.

Fall Conventions, 1959

Guest speaker at the Calgary District Convention, Senator Donald Cameron was born in Hong Kong. He received his elementary and high school education in Alberta. He graduated from the University of Alberta with B.Sc. and M.Sc. degrees and received his LL.D. in 1959. He has also studied educational methods in the British Isles and several European countries.

Dr. Cameron was appointed director of the Department of Extension, University of Alberta, in 1936. At the same time, he became director of Alberta's Banff School of Fine Arts and has devoted his time and energy to the building of this institution. He was summoned to the Senate of Canada in 1955. In 1958, he was appointed chairman of the Alberta Royal Commission on Education. Dr. Cameron is author of *Campus in the Clouds* and many published articles on education and sociology.



DONALD CAMERON

Assistant professor in the Faculty of Education, University of Alberta, W. B. Dockrell will be Association guest speaker at the Vermilion Convention.

Mr. Dockrell joined the staff of the University of Alberta in September, 1958 in the Division of Educational Psychology. He was trained in the University of Manchester, Trinity College (Dublin), and Edinburgh University. He taught in British elementary, grammar, and secondary schools, and during World War II he served for several years with the British Army's educational corps. More recently he was psychologist to the Manchester Education Committee. Mr. Dockrell came to the United States on a Fulbright Scholarship and has studied and taught in New York and in Chicago. He is presently completing work at the University of Chicago towards his Ph.D. degree.



W. B. DOCKRELL



VAN MILLER

Professor of education at the University of Illinois, Dr. Miller will be Association guest speaker at the South-eastern Alberta, Castor-Neutral Hills, and Hanna Conventions.

Dr. Miller holds his A.B. degree from Hastings College, Nebraska, his A.M. in school administration from the University of Nebraska, and his Ed.D. from Harvard. He has served as high school principal and superintendent of schools in Nebraska and has taught at the Universities of Nebraska and Harvard. For a year he was senior supervisor of finance for the New York State Department of Education.

Dr. Miller is the author of several books on school administration. He visited Alberta as a convention guest speaker in 1952 and 1953 and was consultant in group dynamics at the ATA Banff Conference in 1957.



HOLLIS A. MOORE

Guest speaker at the First and Second Edmonton District Conventions will be Dr. Hollis A. Moore, Jr., executive secretary, Committee for the Advancement of School Administration, American Association of School Administrators, Washington, D.C.

Dr. Moore attended Baylor University, Brown University, and the University of Texas and received his doctoral degree in 1953. He has taught social studies in both junior and senior high schools and has lectured on school administration at Northwestern, Virginia, Denver, and Stanford Universities, and Arizona State College. He is the author of *Studies in School Administration* and also served as associate editor of *The Nation's Schools*.

Dr. Moore was Association guest speaker last year at the Bonnyville-St. Paul and Lethbridge Conventions.

Dr. Tyler will be guest speaker at the Southwestern Alberta Convention.

Dr. Tyler is the graduate adviser in education at the University of California, Berkeley. He received his early education in Medicine Hat, attended Calgary Normal School, and taught in southern Alberta. He graduated from the University of Alberta with B.Sc., M.A., and M.Ed. degrees, and received his doctor's degree from the University of California. Before joining the staff of the latter university, he was professor of education and psychology for nine years at the University of British Columbia. He is well known in Alberta for his work in compiling and organizing the data for *Choosing Your Life Work*, a text written for The Alberta Teachers' Association.

He was an Association guest speaker in 1955 and again in 1956.



FRED T. TYLER

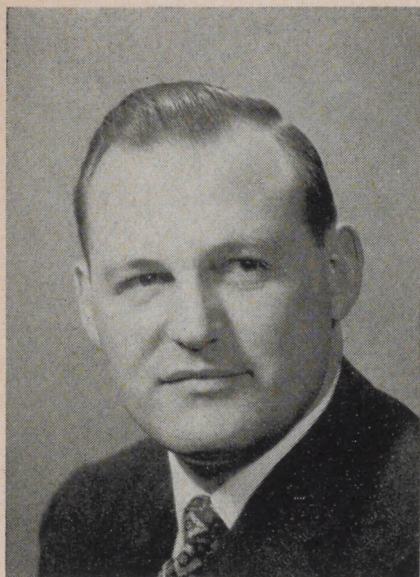
Guest speaker at the Red Deer Area and Camrose Conventions will be Dr. L. E. Vredevoe, professor of education, University of California, Los Angeles.

Dr. Vredevoe received his A.B. from Hope College, Holland, Michigan and his A.M. and Ph.D. degrees from the University of Michigan. He was for five years associate professor of education at the University of Michigan, and prior to this, had 20 years of teaching and administrative experience in secondary schools of Michigan and Ohio. Dr. Vredevoe has written several articles for educational magazines and is author of two books, *A Brief Outline of Secondary Education* (1955) and *An Introduction and Outline of Secondary Education* (1957).

He was Association guest speaker in 1958 at Castor-Neutral Hills, Hanna, and Southeastern Alberta Conventions.



L. E. VREDEVOE



W. H. WORTH

Dr. Worth, associate professor of the Faculty of Education, University of Alberta, will be the guest speaker at the Bonnyville Convention.

Dr. Worth received his elementary and high school education in Alberta and graduated from the University of Alberta with his M.Ed. degree. He received his Ed.D. from the University of Illinois where he has spent the last year studying and lecturing. He specializes in elementary school administration.

He taught in the Edmonton Public School system for a number of years before he was appointed as superintendent of schools, serving in the Acadia, Neutral Hills, and Clover Bar School Divisions. He joined the staff of the University of Alberta in 1955. Prior to his leave of absence to attend the University of Illinois, Dr. Worth was director of the Leadership Course for School Principals.

CBC School for Parents—1959

"Your Child in School" will be the theme of Dr. S. R. Laycock's series of radio talks on Trans-Canada Matinee this year. How do parents and the home environment influence the child's learning and performance in school? What changes have taken place in the schools since our own school days?

Dr. Laycock is former dean of education at the University of Saskatchewan and a recognized authority on child psychology and parent education. For many years Dr. Laycock has worked closely with the Home and School and Parent-Teacher Federation, serving for a time as its national president. This is his seventeenth annual School for Parents series. He has chosen the theme "Your Child in School" because of the present great interest in our schools and the need for the public to be well informed about them.

CBC School for Parents will be heard on Trans-Canada Matinee, at 2:30 p.m. MST, beginning Thursday, October 1. Titles of the nine talks are—

- | | | | |
|----------|----|---|---|
| October | 1 | — | What Do You Expect of Your Child's School |
| October | 8 | — | Your Child Learns to Read |
| October | 15 | — | Your Child Learns to Write and Speak |
| October | 22 | — | Your Child Learns Arithmetic |
| October | 29 | — | Your Child Learns Social Studies |
| November | 5 | — | Your Child Learns Science |
| November | 12 | — | Your Child Discovers the Arts |
| November | 19 | — | Helping Your Child Who Is Different |
| November | 26 | — | You and the Teacher Are Partners |

ATA Fall Conventions, 1959

Vermilion—October 8 and 9 at Vermilion School of Agriculture

Locals—Vegreville, Vermilion, and Wainwright.

Convention secretary—Frank J. Welsh, Vermilion.

Visiting speakers—W. B. Dockrell, guest speaker; Hon. A. O. Aalborg and Dr. J. W. Chalmers, Department of Education; Alan A. Smith, Faculty of Education; E. J. Ingram, Alberta Teachers' Association.

Superintendents—J. H. Blocksidge, F. B. Facey, and L. G. Hall.

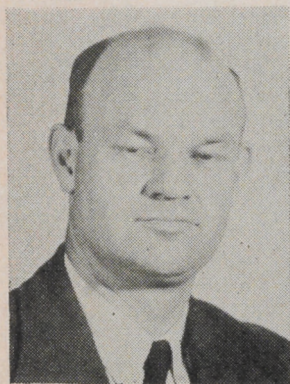
High school inspector—J. C. Jonason.

Form of convention—General and workshop sessions.

Entertainment—Banquet and dance.



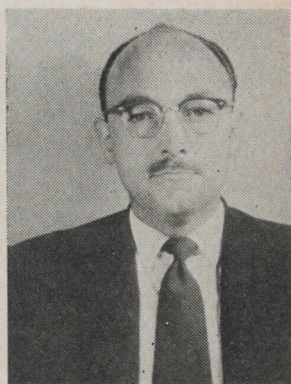
A. O. AALBORG



FRANK J. WELSH



J. W. CHALMERS



ALAN A. SMITH

Southwestern Alberta—October 8 and 9 at Lethbridge Collegiate Institute

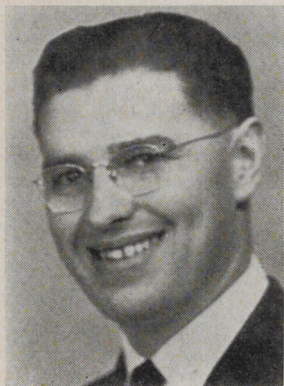
Locals—Crownsnest Pass, Lethbridge City, Lethbridge District, Macleod, Pincher Creek, St. Mary's River, Taber, Warner.

Convention officers—S. W. Sawicki, president, and George Watson, secretary, Lethbridge.

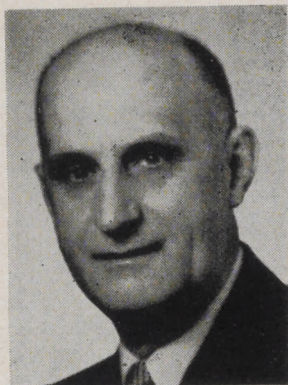
Visiting speakers—Dr. Fred T. Tyler, guest speaker; J. I. Sheppy, Department of Education; W. Pilkington, Faculty of Education; Dr. S. C. T. Clarke, Alberta Teachers' Association.

Superintendents—J. B. Bell, L. H. Busard, C. B. Johnson, R. A. Kimmitt, W. S. Korek, A. E. Kunst, C. G. Merkley, E. C. Miller, and K. H. Thomson.

High school inspector—H. A. MacNeil.
Form of convention—General and workshop sessions.
Entertainment—Banquet.



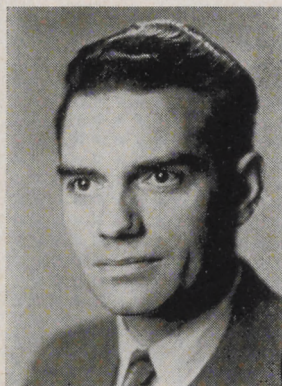
S. W. SAWICKI



GEORGE WATSON



W. PILKINGTON



J. I. SHEPPY

First Edmonton District—October 13 and 14 at The Macdonald

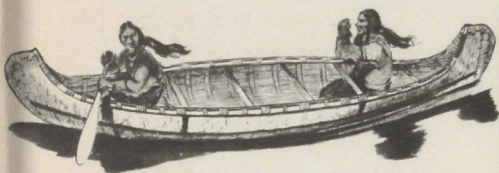
Locals—Athabasca, Barrhead, Lamont, St. Paul, Sturgeon, and Thorhild.

Convention officers—Michael Senych, Thorhild, president; N. A. Melnyk, Andrew, secretary.

Visiting speakers—Dr. Hollis A. Moore, guest speaker; M. L. Watts, Department of Education; Dr. W. H. Worth, Faculty of Education; Dr. S. C. T. Clarke, Alberta Teachers' Association.



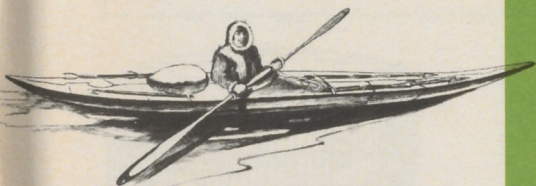
NATIVE



TRIBES



OF CANADA



Douglas Leechman

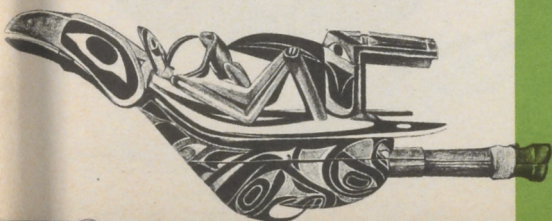
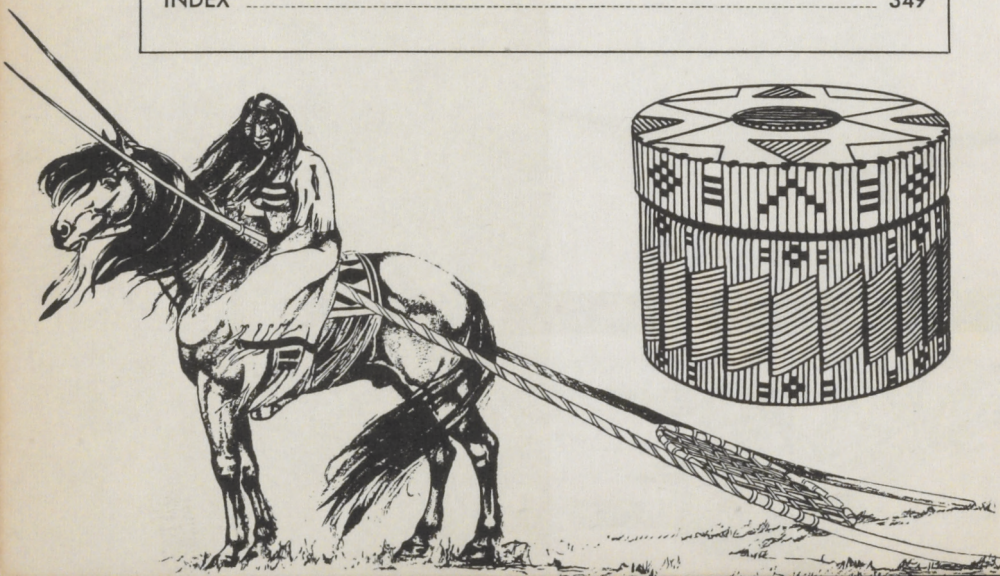


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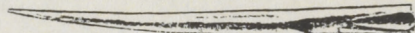
NATIVE TRIBES OF CANADA

by

Douglas Leechman, B.Sc., M.A., Ph.D., F.R.S.C.

*Formerly Director of Western Canadiana, Glenbow Foundation,
Calgary, Alberta*

*Formerly of the Division of Anthropology,
National Museum of Canada*



WE ARE PROUD TO PRESENT a comprehensive text about the native people of Canada, by an outstanding Canadian anthropologist.

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AN INVALUABLE SOURCE OF REFERENCE for the school, the home, or the public library.

A SYSTEMATIC TREATMENT of the ways of life of tribes in each of the regions of Canada.

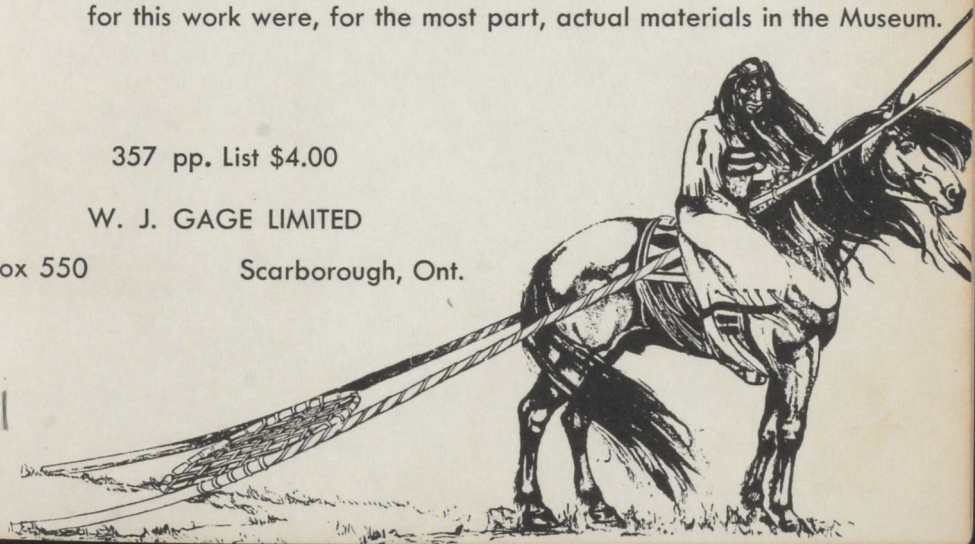
AUTHENTIC, ACCURATELY DRAWN ILLUSTRATIONS by A. E. Ingram of the National Museum of Canada abound throughout the book. Mr. Ingram, born and educated in Saint John, New Brunswick, studied at The Ontario College of Art, graduating in 1944. He joined the National Museum in 1948 as Chief Anthropological Artist. His models for this work were, for the most part, actual materials in the Museum.

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of **CANADA**

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Dr. Douglas Leechman is a distinguished Canadian anthropologist, and an internationally-known student of native Canadian peoples.

In 1955 and 1956 he was Director of Western Canadiana at the Glenbow Foundation, Calgary, following a career of over thirty years in the National Museum of Canada in Ottawa.

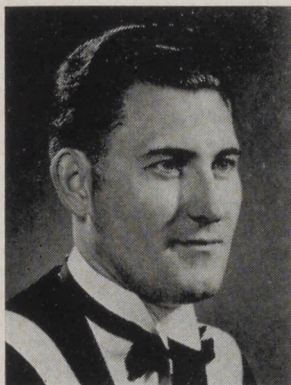
Dr. Leechman is highly qualified in his profession, having obtained his B.Sc., M.A., and Ph.D. at the University of Ottawa. He is also a Fellow of the Royal Society of Canada. His contributions to his chosen field include several books and many articles in a variety of technical journals and popular magazines in the United States and Canada, as well as work in radio, television and moving pictures.

Superintendents—M. G. Gault, I. Goresky, G. Filipchuk, W. Hryciuk, R. Racette, and J. F. Swan.

High school inspectors—G. L. Berry, J. C. Jonason.

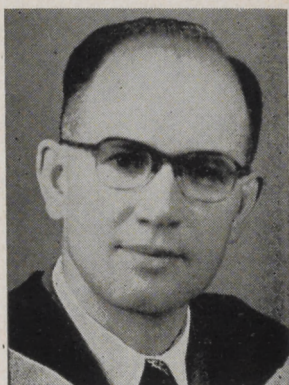
Form of convention—General and workshop sessions on theme, Evaluation of our Curricula.

Entertainment—Banquet.



MICHAEL SENYCH

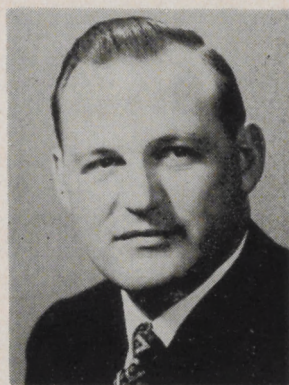
THORHILD



N. A. MELNYK



M. L. WATTS



W. H. WORTH

Second Edmonton District—October 15 and 16 at The Macdonald

Locals—Lac la Biche, Lac Ste. Anne, Smoky Lake, Stony Plain, Westlock, and Wetaskiwin.

Convention officers—Norman E. Brown, Wetaskiwin, president; M. Ukrainetz, Westlock, secretary.

Visiting speakers—Dr. Hollis A. Moore, guest speaker; Dr. T. C. Byrne, Depart-

ment of Education; Dr. H. S. Baker, Faculty of Education; E. J. Ingram, Alberta Teachers' Association.

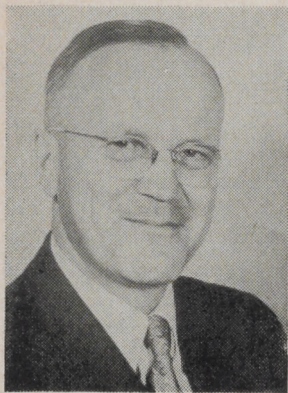
Superintendents—E. M. Erickson, F. Hannotchko, H. A. Kostash, E. G. McDonald, S. N. Odynak, R. N. Paton, and C. M. Ward.

High school inspectors—G. L. Berry and J. C. Jonason.

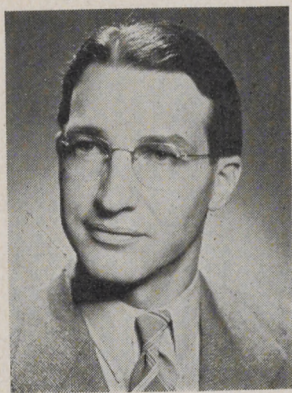
Form of convention—General and work-

shop sessions on theme, Changing Methods of Instruction.

Entertainment—Banquet.



M. UKRAINETZ



H. S. BAKER

Third Edmonton District—October 19 and 20 at The Macdonald

Locals—Clover Bar, Edson, Holden, Leduc, and Two Hills.

Convention officers—Veslof Thomas, president, and John R. Wright, secretary, Edmonton.

Visiting speakers—Dr. E. W. Buxton, guest speaker; Dr. W. H. Swift, Department of Education; Evelyn Moore, Faculty of Education; J. D. McFetridge, Alberta Teachers' Association.

Superintendents—A. D. Jardine, N. Myskiw, H. A. Pike, C. Pyrch, and L. A. Walker.

High school inspectors—G. L. Berry and J. C. Jonason.

Form of convention—General and workshop sessions.

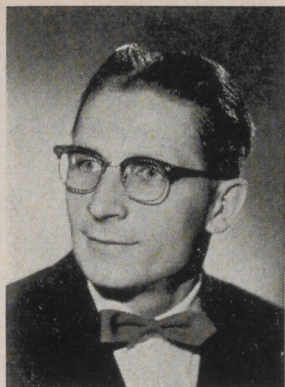
Entertainment—Banquet.



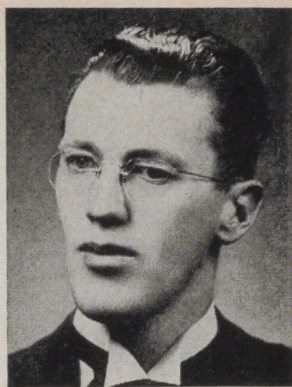
EVELYN MOORE



W. H. SWIFT



V. THOMAS



JOHN R. WRIGHT

Bonnyville—October 22 and 23 at Bonnyville

Local—Bonnyville.

Convention officers—T. A. Tetreau, Cold Lake, president; J. A. N. Marcotte, Bonnyville, secretary.

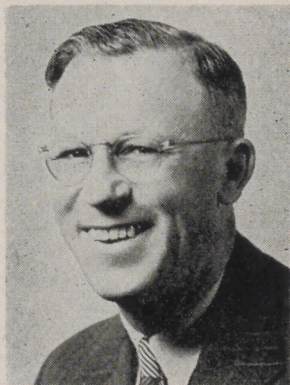
Visiting speakers—Dr. W. H. Worth, guest speaker; A. A. Aldridge, Department of Education; W. B. Dockrell, Faculty of Education; Dr. S. C. T. Clarke, Alberta Teachers' Association.

Superintendent—J. B. Percevault.

High school inspector—G. L. Berry.

Form of convention—General and workshop sessions.

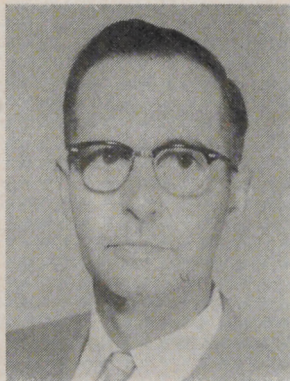
Entertainment—Banquet and dance.



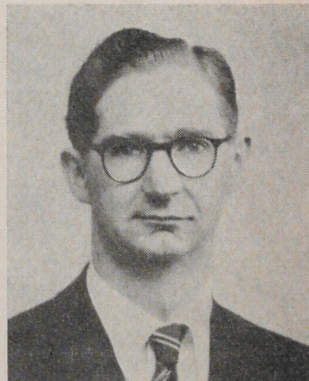
A. A. ALDRIDGE



T. A. TETREAU



J. A. N. MARCOTTE



W. B. DOCKRELL



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AIR LINES**

Grande Prairie - Spirit River—October 26 and 27 at Grande Prairie

Locals—Grande Prairie and Spirit River.

Convention officers—Kay Quinn, president, and W. S. Warren, secretary, Grande Prairie.

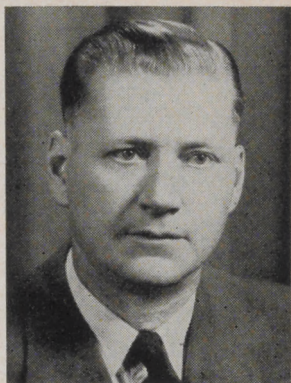
Visiting speakers—Dr. Lester B. Ball, guest speaker; Hon. A. O. Aalborg and A. B. Evenson, Department of Education; Dr. H. T. Sparby, Faculty of Education; F. J. C. Seymour, Alberta Teachers' Association.

Superintendents—N. J. Andruski, O. L. Matson, and H. Toews.

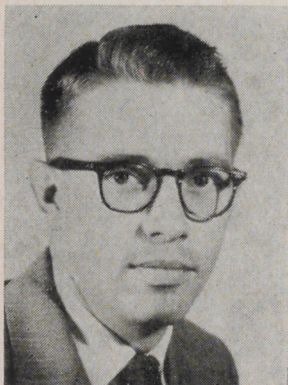
High school inspector—F. M. Riddle.

Form of convention—General and workshop sessions, Educational Smorgasbord.

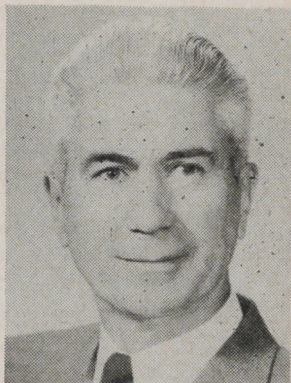
Entertainment—Banquet.



A. B. EVENSON

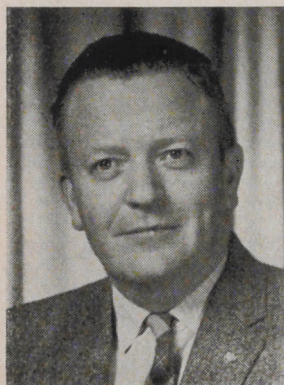


W. S. WARREN



H. T. SPARBY

North Peace—October 29 and 30 at Peace River



N. M. PURVIS



M. D. JENKINSON

Locals—Fairview, High Prairie, and Peace River.

Convention officers—Father Guy Goyette, Falher, president; R. K. Seward, Peace River, secretary.

Visiting speakers—Dr. Lester B. Ball, guest speaker; Hon. A. O. Aalborg and N. M. Purvis, Department of Education; Dr. M. D. Jenkinson, Faculty of Educa-

tion; F. J. C. Seymour, Alberta Teachers' Association.

Superintendents—O. Fadum, T. E. Giles, W. D. McGrath, and R. M. Ward.

High school inspector—F. M. Riddle.

Form of convention—General and workshop sessions.

Entertainment—Banquet.

Red Deer Area—November 2 and 3 at Lacombe

Locals—Lacombe, Ponoka, Red Deer City, Red Deer District, Rocky Mountain House, and Stettler.

Convention officers—E. R. Long, Rocky Mountain House, vice-president; H. B. Rogers, 5528 - 45 Street, Red Deer, secretary.

Visiting speakers—Dr. L. E. Vredevoe, guest speaker; D. R. Cameron, Department of Education; Dr. B. E. Walker, Faculty of Education; E. J. Ingram, Alberta Teachers' Association.

Superintendents—T. K. Creighton, G. H. Dawe, H. J. Hall, R. V. McCullough, H. R. Ross, and E. W. White.

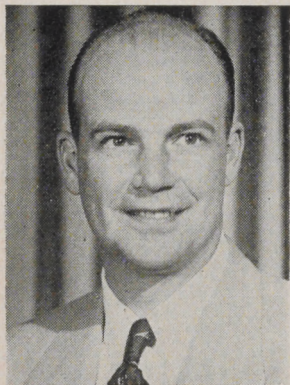
High school inspector—O. Massing.

Form of convention—General and workshop sessions.

Entertainment—Banquet.



H. B. ROGERS



D. R. CAMERON



B. E. WALKER

Camrose—November 5 and 6 at Camrose High School

Locals—Camrose, Hardisty-Provost, and Killam.

Convention officers—George Hooper, Bawlf, president; G. A. Dennis, 4616 - 45 Street, Camrose, secretary.

Visiting speakers—Dr. L. E. Vredevoe, guest speaker; Dr. R. E. Rees, Department of Education; M. R. Lupul, Faculty

of Education; E. J. Ingram, Alberta Teachers' Association.

Superintendents—J. R. S. Hambly, J. S. Hrabi, and R. F. McCormick.

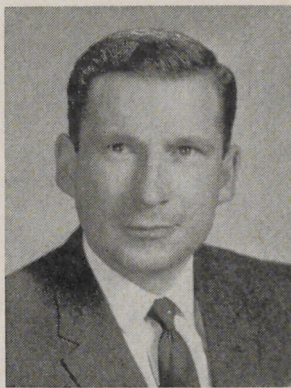
High school inspector—O. Massing.

Form of convention—General and workshop sessions on theme, Social Studies.

Entertainment—Banquet and dance.



G. A. DENNIS



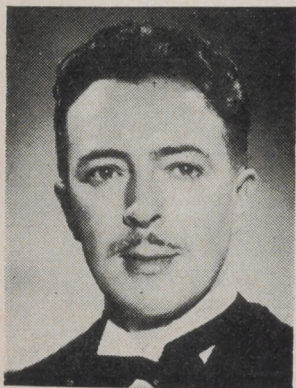
M. R. LUPUL

Calgary District—November 5 and 6 at Jubilee Auditorium

Locals—Calgary Rural, Calgary Suburban, Drumheller, Foothills, Mount Rundle, Olds, Three Hills, Turner Valley, Vulcan, and Wheatland.

Convention officers—F. C. Toews, R.R. 2, Calgary, president; H. Gray, Claresholm, secretary.

Visiting speakers—Dr. Donald Cameron,



H. GRAY



R. E. BYRON

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Hog Management.....

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- (f) "WATER WORKS WONDERS"
Farm water supply.....

- (g) "SOMETHING TO CROW ABOUT"
Poultry Management.....

- (h) "PLANT IT... ENJOY IT"
Gardening hints around the home.....

- (i) "SWITCH ON THE POWER"
Farm electrification.....

- (j) "TREES ON THE FARM"
Value of woodlots and shelter-belts.....

- (k) "START THEM YOUNG"
Club work for farm youth.....

- (1) "KEEPING THE FARM IN THE FAMILY"
Father and son in partnership.....

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guest speaker; R. E. Byron, Department of Education; D. H. Crawford, Faculty of Education; Dr. S. C. T. Clarke, Alberta Teachers' Association.

Superintendents—E. H. Bliss, W. R. Dean, G. F. Hollinshead, M. Holman, S. W. Hooper, J. C. Jensen, C. M. Laverty, A. L. Schrag, and S. D. Simonson.

High school inspector—L. W. Kunelius.

Form of convention—General and workshop sessions on theme, Views of Business and Industry—What is Expected of Schools and Educators.



D. H. CRAWFORD

Southeastern Alberta—November 9 and 10 at Medicine Hat Composite High School

Locals—EID, Foremost, Medicine Hat, and Medicine Hat Rural.

Convention officers—G. Gebhard, Irvine, president; S. W. Spavold, 178 - 10 Street N.E., Medicine Hat, secretary.

Visiting speakers—Dr. Van Miller, guest speaker; H. C. Sweet, Department of Education; S. A. Lindstedt, Faculty of

Education; W. R. Eyres, Alberta Teachers' Association.

Superintendents—F. Betton, R. Leskiw, and J. A. McKay.

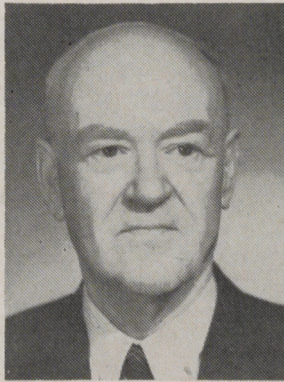
High school inspector—H. A. MacNeil.

Theme—Changing Techniques and Procedures in Education.

Entertainment—Banquet.



G. GEBHARD



H. C. SWEET



S. A. LINDSTEDT

Castor - Neutral Hills—November 12 and 13 at Coronation



H. L. BAKER



C. HAMPSON

Locals—Castor and Neutral Hills.

Convention officers—G. Binnington, Castor, president; H. L. Baker, Coronation, secretary.

Visiting speakers—Dr. Van Miller, guest speaker; N. M. Purvis, Department of Education; C. Hampson, Faculty of Edu-

cation; W. R. Eyres, Alberta Teachers' Association.

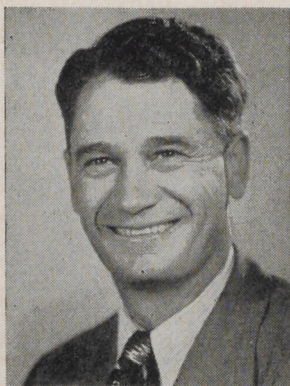
Superintendent—J. E. Reid.

High school inspector—O. Massing.

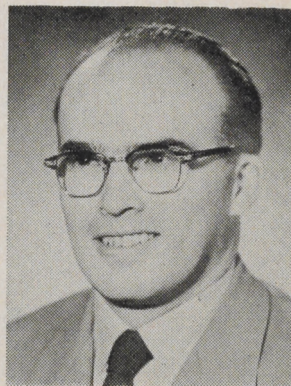
Form of convention—General and group sessions.

Entertainment—Banquet and dance.

Hanna—November 12 and 13 at Hanna High School



L. GOODWIN



R. A. MORTON

Locals—Acadia and Sullivan Lake.

Convention secretary—Mary Laverty, Hanna.

Visiting speakers—Dr. Van Miller, guest speaker; R. A. Morton, Department of Education; L. Goodwin, Faculty of Education; W. R. Eyres, Alberta Teachers' Association.

Superintendents—W. G. Hay and G. J. Rancier.

High school inspector—L. W. Kunelius.

Form of convention—General and workshop sessions.

Entertainment—Banquet.

The Art of Asking Questions

(Continued from Page 13)

teacher is faced with a forest of hands and a chorus of "S-S-Sir, Sir, Sir!"

Questions which invite monosyllabic answers should in general be avoided. The child who is required to give an answer which requires a number of words is learning to express himself clearly to his fellows.

A very real practical problem may arise when the thin voice of the small boy in the front row gives an answer which may be heard by the teacher, but is completely inaudible to those in the back row. Some teachers repeat the answer, but surely it would be better to encourage the boy to speak more clearly or to get him to face the class, or better still, arrange the class so that its members do not have to watch the back of the lad who is giving the answer.

"Yes, Sir!"

Another faulty form of questioning is that in which the teacher has expounded a point and asks either optimistically or cheerfully: "Have you all understood? Any questions?", passing on without a pause to his next point. He very frequently gets what he anticipates, a chorus of "Yes, sir." Many adults suffer from mental torpor, and do not want to be bothered to think. Our pupils are often content to play a passive role, and it is much less trouble to say "Yes" than to say, "Please sir, I'm not quite sure".

Children are notoriously suggestible and it is fatally easy to frame a question in such a way that the answer is suggested to the class. This is particularly

liable to happen in a lesson of appreciation. In music or poetry, the children will react to the teacher's hopeful suggestion that the sound of the music or the beat of the line of poetry suggests the lapping of waves or the tramping of horses.

It is not always realized that asking questions is a skilled art, and the young teacher will find that it is dangerous to leave the framing of his questions to the inspiration of the moment. He will find it useful as a part of his lesson preparation to have ready a number of questions he intends to ask.

What is the purpose of asking questions? Partly, no doubt, as a probe to see if the lesson has been understood. The matter of the lesson will be repeated in the children's answers; this repetition is one of the conditions of successful learning. Further, good questions can stimulate the thought and imagination of the child, so they may be regarded as a means of opening up a new piece of work as much as being a recapitulation of what has been done.

There are three further faults to be avoided.

✓ Do not ask a question (unless it is the aim of the lesson to find the answer) which you know perfectly well no one in the class is able to answer. One is sometimes left with the impression that some teachers do this to seize the opportunity of showing their superior knowledge.

✓ When you have asked a question of the whole class, do not wait too long before having an answer. I have seen

DEPARTMENT OF EDUCATION



Official Bulletin

No. 195

Revision of minimum admission standards to Junior Elementary Program, 1960

The Minister of Education, on the recommendation of the Board of Teacher Education and Certification, has approved establishment of the following minimum requirements for admission to the one-year teacher training program (Junior E), to take effect on September 1, 1960.

Persons under twenty years of age will be required to hold:

- (a) an Alberta high school graduation diploma,
- (b) a mark of at least 50 in each of five Alberta Grade XII examination subjects, including English 30 and Social Studies 30,
- (c) an overall average of 60 percent in the five Grade XII examination subjects.

children waiting with arms extended for an unconscionable time, while the teacher tries to stir up the laggards.

✓ Do not be afraid to admit that you do not know the answer to a child's question. Children do not expect their teachers to be omniscient; they do expect a reasonable competence, but a ready bond of sympathy is established between teacher and pupil when the teacher says honestly, "I don't know," and a useful bit of teaching can be done when the teacher adds, "Let us find out together". I have known teachers who would give a wrong or an evasive answer rather than confess their ignorance.

The good use of questioning as a means of recapitulating a lesson need not be stressed. Questions are often a ready means of linking the lesson to the

This notice of change to be effective in September, 1960 supersedes the minimum standards for admission to the Junior E program as outlined on page 29 of the *Senior High School Handbook, 1959-60*. All principals, guidance officers, and teachers at high school level are requested to bring this coming revision to the attention of students interested in registering in the Faculty of Education, University of Alberta, next year. In addition, the advantages of students achieving senior matriculation standing prior to embarking on a program of teacher training should be stressed. Senior matriculation is a prerequisite to permanent teacher certification and to further professional education in the university.

experience of the child, who is thereby encouraged to add his ideas and his store of experience—limited though it must be—to enrich the common stock. Television programs have shown us conclusively how interestingly people may be encouraged to talk if the right questions are posed. Similarly, the teacher with a good questioning technique may enormously stimulate his pupils.

This article is one of a series especially written to help new teachers by Dr. C. J. Phillips of Westminster Training College. It is reprinted with permission from the July 3 issue of *The Schoolmaster*, published by the National Union of Teachers (England).

Electoral Ballots, 1959

The Executive Council of The Alberta Teachers' Association requests that, in accordance with By-laws 69, 70 (as amended in 1958), 71, 72, 73, 74, 75, and 76, the following proposed amendments to the General By-laws of The Alberta Teachers' Association be submitted to the members of the local associations in general meeting. Secretaries of local associations will receive electoral ballot forms, which must be signed by the president and secretary, and must be forwarded to head office by registered mail not later than December 1, 1959.

Electoral Vote No. 1 of 1959

Present by-laws

1. (8) "General secretary - treasurer" shall mean secretary, secretary-treasurer or general secretary-treasurer of the Association.
1. (7) "General meeting" shall mean any general meeting of the Association other than the Annual Meeting.

Also affected are By-laws 3, 8, 16, 21, 26, 30, 31, 43, 45, 46, 48, 49, 61, 62, 70, 71, 72, 73, 74, and 76, where the term "general secretary-treasurer" is used.

Proposed amendments

Strike out subsection (8) of By-law 1.

Renumber subsection (7) of By-law 1 as subsection (8).

Add the following new subsection—

1. (7) "Executive secretary" shall mean the executive secretary of the Association.

Strike out the words "general secretary-treasurer" wherever they appear in By-laws 3, 8, 16, 21, 26, 30, 31, 43, 45, 46, 48, 49, 61, 62, 70, 71, 72, 73, 74, and 76, and substitute therefor the words "executive secretary".

Explanatory Note

The Executive Council considers it would be desirable to subdivide the office of general secretary-treasurer into two offices; namely, executive secretary and

treasurer. The requirements and duties of these two offices vary greatly, making it improbable that one person would be qualified to act in both capacities. The work of the Association has expanded to the extent that the Executive Council feels the time is opportune to make this division. It is to be noted that the proposal also includes the changing of the name from general secretary to executive secretary. These changes are being presented in the form of two ballots, Electoral Vote No. 1 and Electoral Vote No. 2, which should be considered jointly, because the adoption of one would be contingent on the adoption of the other.

Electoral Vote No. 2 of 1959

Present by-laws

5. (4) From the amount paid, the general secretary-treasurer shall remit to each local the sum of seventy-five (75) cents per calendar month for each member of such local and remittances shall be made as determined by the Annual General Meeting.

25. The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the general secretary-treasurer and ten (10) district representatives. The president, vice-president and district representatives shall hold office from the time of their installation until

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Q & A

OUR READERS WRITE

◆ *I have accepted a position with duties to commence on September 8. Does this mean that I will be a temporary teacher?*

Yes, if you were engaged to fill an unexpected vacancy and are requested to sign a written contract covering the period from September 8, 1959 to June 30, 1960. No, if you were engaged for a position which the school board was unable to fill until you were appointed.

◆ *This new teaching post is not what I was told it would be. The superintendent and the secretary didn't keep their promise to me about housing. Can I resign?*

No. You can ask the board to release you from your contract but the board is not obligated to agree to your request. You should have investigated the housing situation personally before accepting appointment.

◆ *Where can I get information on the legal liability of teachers?*

If you can be a little more specific as to what you are seeking, we can probably give you the information you need.

◆ *Do I have to live in the town in which I teach?*

No.

◆ *Where can I get some help on the matter of a school yearbook?*

We can give you the titles of one or two good publications, but we think that some of our readers could be of more

direct assistance. Let's hear from some staff advisers who are interested in exchanging information on planning school yearbooks.

◆ *Do you publish a handbook for beginning teachers?*

No. The Association publishes *The ATA Handbook* which is a compendium of information for all members. It is available on order at \$1.25 a copy.

◆ *Where can I get information on car insurance for ATA members?*

We enclose an application form which will be used by the underwriting company to quote on insurance for you. You can then compare the rate quoted with what you now pay to determine if there would be a saving.

◆ *Can I join Medical Services (Alberta) Incorporated?*

Yes. However, if you join as an individual, the rate will be higher and the benefits less than if your local applied for group coverage.

◆ *I came to Alberta from Nova Scotia. How do I get my training evaluated for salary purposes?*

In this province, the Faculty of Education of the University of Alberta is generally recognized as the only competent authority in the business of evaluating a teacher's academic and professional qualifications for salary purposes. Teachers from outside this province must send their transcripts and

their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided. The general secretary-treasurer shall be appointed by the Executive Council.

63. The Executive Council shall cause true accounts to be kept of the sums of money received and expended by the Association and of all matters in respect of which receipts and expenditures take place, and of the assets and liabilities of the Association. Such books of account shall be kept by the general secretary-treasurer at such place or places as the Executive Council may direct.

Proposed amendments

Add the following new subsection—

1. (14) "Treasurer" shall mean the treasurer of the Association.

Amend By-law 5 (4) to read—

5. (4) From the amount paid, the treasurer shall remit to each local the sum of seventy-five (75) cents per calendar month for each member of such local and remittances shall be made as determined by the Annual General Meeting.

Amend By-law 25 to read—

25. (1) The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the executive secretary, and ten (10) district representatives. The president, vice-president and district representatives shall hold office from the time of their installation until their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided.

- (2) The executive secretary and treasurer and other assistants, if any, shall be appointed by the Executive Council.

Amend By-law 63 to read—

63. The Executive Council shall cause true accounts to be kept of the sums of money received and expended by the Association and of all matters in respect of which receipts and expenditures take place, and of the assets and liabilities of the Association. Such books of account shall be kept by the treasurer at such place or places as the Executive Council may direct.

In order to establish the office of treasurer, as mentioned in the explanation of Electoral Vote No. 1, and to provide for assistants to the executive secretary and/or treasurer, the above additional amendments to the General By-laws of The Alberta Teachers' Association are necessary and should be considered in conjunction with Electoral Vote No. 1.

Electoral Vote No. 3 of 1959

Present by-law

3. (4) Any person as defined in Section 5(2) of *The Teaching Profession Act*, upon application and payment of the prescribed fee, may become an optional member.

Proposed amendment

3. (4) Any person as defined in Section 6 of *The Teaching Profession Act*, upon application and payment of the prescribed fee, may become an optional member.

Explanatory Note

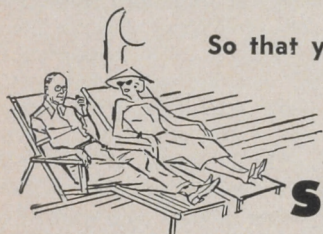
The Teaching Profession Act has been rewritten and some of the sections have been renumbered. This amendment is necessary in order to have the General By-laws of The Alberta Teachers' Association conform with *The Teaching Profession Act*.

other appropriate documents for evaluation to the Dean, Faculty of Education, University of Alberta, Edmonton. The fee for such evaluation is \$5 for Canadian teachers who received their training outside Alberta. (For teachers from outside Canada, the fee is \$10.) An official statement of university education for salary purposes may be obtained on request and with the payment of an additional fee of \$2.

◆ *What fee do you pay for articles for The ATA Magazine?*

We do not pay for articles. Our publication is a non-profit house organ which aims to be a forum for our membership. We understand that almost all organization magazines do not pay for articles. The author's recompense is the sight of his name and article in print and the circulation of his ideas to 13,000 readers.

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- No. 60 six well plastic palette
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- No. 80 eight well plastic palette
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THE ATA NEWS BEAT

Staff Holidays

Each staff officer is entitled to one month of vacation. In the past, frequently the month was never completed. This year, the Association is insistent that each staff officer obtain his full vacation. Mr. Ingram holidayed at the coast during June, Mr. McFetridge spent July on Lake Erie. Mr. Seymour is taking half his holidays before the Banff Conference and hopes to complete them during the latter part of September. Dr. Clarke, who already has had one week, expects to get three weeks after the Banff Conference, and Mr. Eyres hopes to start his month of holiday the last week in November.

Summer Session

There are nearly 2,800 students in attendance at the regular session and in addition 550 teachers at the summer session for teachers who lack matriculation. Dr. Clarke spoke to the Students' Union on July 8 on problems facing the teaching profession, particularly mentioning the attack on professional education courses in which it is claimed that anybody with a good arts degree can teach with no further preparation, the equivalence of standards of teachers trained in many different countries, the pressure from school boards to penalize persons with one year of teacher education, and the staff and facilities problem in the summer session.

As a result of some 3,350 teachers being in Edmonton, staff officers receive many visits and telephone calls about all sorts of matters: financial assistance (we can't provide it), advice (we can), complaints, and the like.

Salaries

During June and July, Mr. Seymour attended 14 salary meetings in widely scattered parts of the province. In the last two weeks of June Mr. McFetridge attended two.

Grievances

During June and July, a number of teachers with grievances were given assistance. Three Board of Reference applications were settled without going forward to the Board. Five cases of termination of designation as principal or vice-principal were dealt with and five cases of termination of contract during the probationary year. Three cases of transfers, two of complaint of unfair inspector's reports, and six miscellaneous cases completed the roster. Grievances are assigned to the general secretary but all staff officers assist.

Committees

On June 27, the Discipline Committee consisting of Mrs. Inez K. Castleton, Miss Ada Fraser, Messrs. G. S. Lakie, J. A. McDonald, and M. Skuba, along with solicitor P. Owen, secretary W. R. Eyres, and Dr. Clarke, met to consider a request for reinstatement of a teaching certificate which had been suspended. Due to lack of critical evidence the meeting was adjourned to July 16.

On June 27, following the meeting of the Discipline Committee, the Finance Committee met to consider recommendations to the Executive Council for alternate ways of financing a proposed parking lot and delivery entrance at the rear of Barnett House.

On July 16, the table officers (Presi-

dent Staples, Vice-President Yates, Past President Castleton and General Secretary Clarke) along with Mr. Eyres and Mr. Ingram met to dispose, on behalf of the Executive Council, of the discipline case mentioned above, and to consider other matters of business of a routine nature. These included an investigation of the value of posting of ATA fees done by the Board of Administrators, Teachers' Retirement Fund, consideration of a committee on AGM councillor representation, a suggested amendment to *The School Act*, a recommendation to the Executive Council regarding curriculum resolutions, recommendations to the Executive Council regarding CTF affairs, and consideration of a parking lot and delivery access at the rear of Barnett House.

Conferences

The Petroleum Geologists, as in previous years, are holding a field conference in September and asked us to

select six teachers to attend. Unfortunately, their request came too late to advertise in the June issue of *The ATA Magazine*, so it was advertised in the Summer Session bulletin. A committee composed of President Staples, Vice-President Yates, Dr. Clarke, and Mr. Eyres selected six applicants to recommend to the Petroleum Geologists.

In preparation for the Canadian Teachers' Federation Conference, a one-day meeting of past presidents of the CTF (Messrs. F. J. Edwards and F. J. C. Seymour attended while Messrs. Wiggins, Ross, and Lakie were unable to be present), along with current delegates (Vice-President Yates, Past President Castleton, Frank Loewen, Dr. Clarke and Mr. Eyres), was held on July 3. Items of importance discussed were Ontario's notice of motion which would give a veto to any one association, the Ontario refusal to pay the present \$1.25 per member fee, our own policy resolution for CTF suggesting appropriate activi-

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ties, and our reciprocal pensions resolution.

Messrs. Clarke, Eyres and Ingram attended two addresses given at the Leadership Course for School Principals on July 7 and 8: one by Henry Toews dealing with principals' associations in Alberta, the other by Peter Owen on Alberta school law as it affects the principal. The Association was pleased to distribute to all the members of the course CTF Research Study No. 3, *Legal Liability of School Boards and Teachers for School Accidents*. All the staff officers with the exception of Mr. McFetridge, who was away on holidays, attended the tea for the leadership course, July 7, and the final dinner, July 17.

Preparations for the Banff Conference have occupied the time of Mr. Eyres during June and July. Arrangements must be made for consultants, accommodation, and classrooms, and the work groups must be organized. Mr. Seymour met with Mr. DeTro and Mr. Ross in preparation for the Economic Seminar held in conjunction with the Banff Conference.

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Monographs on Improvement of Instruction

Your Executive Council has authorized five monographs on the improvement of instruction. Mr. Ingram has prepared Monograph No. 1, *Action Research: A Guide to Curriculum Improvement*. Mr. Ingram and Dr. Clarke have been occupied during June and July in selecting persons to prepare the other four, in consulting with these persons, in editing material, and preparing for publication. The manuscript for Monograph No. 2, *The Improvement of Written Language Through Action Research* by R. D. Armstrong is at hand at time of writing. It is planned to send six copies of each monograph to every local association for distribution to its sublocals or school staffs which might operate as groups to study the problems outlined.

Other Activities

Mr. Eyres has revised and edited the *ATA Policy Handbook* which is now being reprinted for 1959. Dr. Clarke attended meetings of the Board of Teacher Education and Certification, and as a substitute for G. S. Grant, the Joint Committee to Coordinate University and High School Curricula. Mr. Ingram has been working on a resource kit for locals which might be interested in studying professional ethics. Dr. Clarke and Mr. Eyres met with H. C. Sweet and G. L. Berry of the Department of Education to consider the possibility of teachers in private schools coming under *The Teachers' Retirement Fund Act*. There appears to be no possibility of this which does not involve the use of public funds in support of private schools. Mr. Eyres has spent considerable time arranging fall convention speakers: Association, Department of

Education, and Faculty of Education. Mr. Seymour has spent some time investigating the possibility of a salary indemnity plan as instructed by the last Annual General Meeting. Mr. McFetridge spent a large part of the month of June revising the *ATA Economic Handbook*. The statistics have been brought up to date and handbooks will start to go out to locals during the third week in August.

Notice to Local Secretaries

Copies of the local report form and financial statement are being mailed to the secretaries of all local associations. These forms must be completed and returned to head office on or before November 30. No fees will be remitted to locals until these forms have been received.

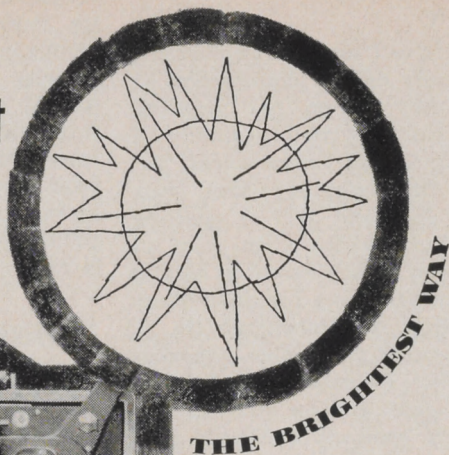
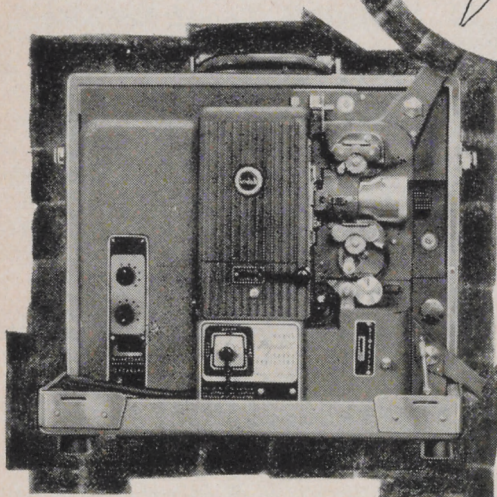


"Look ma . . . I'm studying natural history this term!"

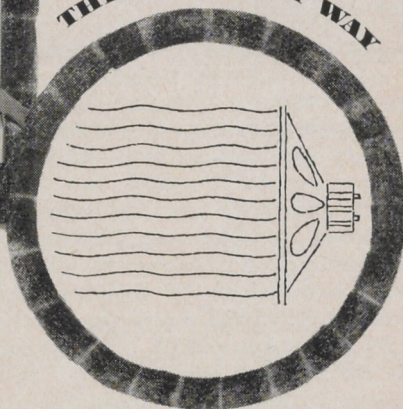
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THE SECRETARY REPORTS

An Education Report

In April, 1959, G. M. Alexander, chairman of the Education Coordinating Committee, reported to the Edmonton Public School Board on the education activities of his local of The Alberta Teachers' Association. The teachers asked for this opportunity to report and their request was granted by the school board. In general, the purpose was to bring about a closer liaison between teachers and the board. In the words of the report: "The purpose in presenting this report is to acquaint those interested in educational matters with the fact that many teachers are giving freely of their time and energy in an attempt to further the cause of public service by raising standards of education and increasing teacher efficiency in the classroom."

The report emphasizes that full and complete cooperation existed between the administrative staff and the teachers in their educational work, and gives full credit to the superintendent, deputy superintendent, assistant superintendents, and supervisors for the leadership they provided. Again a quotation from the report illustrates this:

The teachers present this report to the Edmonton Public School Board after full consultation with the superintendent, assistant superintendents, and the supervisors. Full cooperation has always existed between the administrative staff and the teachers in the planning and completion of educational work that benefits the school system as a whole.

Since this appeared to be the first educational report in a number of years, there was a brief mention of past achievements which were indeed impressive: 50 units in enterprise prepared in the last six years, a language source book for Grade III, six achievement and improvement tests in spelling with local norms, and the like. Samples of the educational activities of the Edmonton Public School Local as described in the 40-page report include:

- Revision of items in the arithmetic tests for Grades III to VI with corresponding revision of norms.
- The report card and promotion committee studied teacher preferences for a four or five-point scale on the "Growth in Citizenship" section of the Edmonton report card. This committee also collected figures for the Edmonton Public School system of

honors, clear passes, failures, and recommendations. Also studied were acceleration, skipping, and demotion practices in Grades V and VI.

- The junior high school remedial reading committee worked on a teachers' handbook for *Better Reading in Canadian Schools* and, on the basis of books actually read, prepared a free reading list, one portion of which was specifically for remedial readers.
- The junior high school social studies committee prepared a resource booklet and up-to-date information about developments in the Commonwealth of Nations.
- The committee to study administrative problems of composite high schools surveyed their curricula and extracurricular programs. One interesting finding was that, in 1956-57, high school teachers in the public school system worked on the average 47.7 hours per week at professional tasks.
- The high school French teachers' group examined texts and worked on the preparation of French tests for use throughout city schools.
- The streaming committee studied ability and achievement as bases for streaming and examined the previous research to determine whether streaming was feasible in Edmonton schools.

The procedures adopted by the Edmonton Public School Local are worthy of serious consideration. Their purpose was to bring teachers and school board members together and to indicate the interests of our Association in educational matters. They asked for a specific time at a board meeting to present their report. The report was mimeographed and placed in the hands of board members, administrators and other interested persons. Full credit was given to their superintendent and other administrative personnel for cooperation and assistance. The report itself was as brief as possible and indicated in a most informative fashion the actual work being done by teachers on educational matters.

This shows that teachers are interested and active in the improvement of instruction. Perhaps an educational report is the best way to create a climate favorable to professional level salaries and an excellent way to improve relations with the board. Our concern for the improvement of instruction is one of the best ways for our Association to attain true professional status.

Stanley Clarke

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